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ABSTRACT

This study provides present and future elementary principals and interested persons with information about the actual role of the elementary school principal in Georgia. The survey identifies certain personal and professional characteristics of the elementary school principal and the practices under which the principalship operates. Topics discussed include (1) characteristics of principals; (2) professional preparation and certification; (3) job satisfaction, financial status, and working conditions; (4) administrative and supervisory practices; and (5) school community relations, professional activities, and evaluation of selected programs. (LLR)

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A STATUS SURVEY OF THE ELEMENTARY SCHOOL PRINCIPALSHIP IN GEORGIA, 1969

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College of Education, University of Georgia

Survey Report Prepared by:

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1970

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Prepared to Assist Georgia Elementary School Principals in Understanding the Status of the Principalship in Georgia

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PREFACE

The status survey of Georgia elementary principals, a joint endeavor of the University of Georgia Department of Educational Administration and the Georgia Department of Elementary School Principals, should provide a firm data base for analyzing and improving the principalship in Georgia. In any event, the findings of this survey should be of interest to all who are concerned with education, and more specifically to all elementary principals in Georgia.

Perhaps one of the more rewarding facts of the survey was that approximately 62 per cent of the individuals to whom the survey instrument was mailed completed and returned the form. It is this writer's understanding that a 50 per cent return on mailed questionnaire-type survey forms is considered quite good. It is to the credit of the Georgia Elementary Principals that they responded well above normal expectation.

To say that this status survey revealed a great deal of similarity among the schools of Georgia would be a reasonable statement, but, just as significant, the wide range of differences in some areas is also important. To say that any revelation that comes from a survey is either good or bad is a matter of interpretation. More than one-fourth of the principals responding indicated that they had no voice in selecting personnel to staff their school. This may be regarded as good, at least by those who establish and maintain such policy, but most school administrators feel that principals should have a voice in the selecting of the people with whom they are to work.

Although the largest percentage of public school children are enrolled in elementary schools, half of the elementary principals in Georgia admit to having little, or no voice in budget preparation. This may indicate to local boards of education that an effort should be made to give elementary principals a greater

voice in budget making. It appears that the supervision of large portions of the educational budget is, in part, being supervised by people having no part in the budget making process.

Interestingly, and as it should be, more than four-fifths of the principals responding to the survey have responsibility for supervising and improving instruction within the school.

Of the response to the survey, approximately 85 per cent indicated having the services of a trained librarian at least on a part-time basis, with more than half of the respondents indicating having full-time librarians. Truly, the importance of the library in the elementary education program is recognized. Predictively, more and more elementary schools will move towards more full-time librarianships, and, for even the smaller schools, to part-time librarians.

It is reasonable to expect that the findings of this study will prove to be a valuable reference to students of elementary educational administration. Hopefully, it will give direction to the improvement of the training processes in the educational administration departments of our colleges and universities. Ideally, every elementary principal in Georgia should carefully study this publication seeking self-improvement.

The Georgia Department of Elementary School Principals wishes to express appreciation to Dr. Oscar Jarvis, Dr. Charles Parker, and Mr. Alan Moore for their work on this survey. Also, the GDESP is indebted to each principal who returned the completed survey questionnaire so that the data were made available for the study.

Grayson H. Hill, President
Georgia Department of Elementary School
Principals

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CHAPTER 1

INTRODUCTION

The development of the principalship in American public education began, as did our nation, along the eastern seaboard. The position of classroom teacher is undoubtedly the one with the longest historical record in education in our country. The second longest history belongs to the elementary school principalship. Early in the nineteenth century the larger cities in New England and along the east coast began designating one of the teachers of the emerging multiple teacher schools as the "head teacher." As the population grew and as cities developed across the nation, the terms "principal teacher" and "teaching principal" came into use. Eventually many school systems adopted the terms "principal" or "building principal." During the past two decades, principals often have been given the title "supervising principal" because of the size of their schools and to emphasize the supervisory aspects of their work.

Although these several terms for the principalship have been attached to definite or specific dates, these time points primarily designate the period when a given title came into common usage. Actually, with the continued growth of our population, the organization of new urban places and school systems, and the development of new school attendance districts, the several terms used from year to year to designate the head of individual schools have varied even within a given community.

The role of the modern principal is primarily one of educational leadership. If the operation of the school is to be fairly and adequately evaluated, if policies and plans are to be formulated, implemented, and nurtured by all concerned persons, the elementary school principal must provide the leadership. The immense importance of the leadership role of the principal in structuring

the organizational climate and temperament of the school under his supervision cannot be overemphasized.

The quality of elementary education, in the future, will be linked increasingly to the professional preparation, social vision, and consistent courage of elementary school principals. The principal will seek to coordinate within the school the contributions of classroom teachers, the central administrative staff, the technical resource personnel, parents, and general community leadership. Each of these professionals has his own field of expertise; working together they can assure to all children increasingly better educational opportunities. The principal's role is one of coordinating these resources as they serve the school and ultimately American society as a whole.

If the elementary principals of Georgia are to continue the process of elevating the principalship to a truly professional position, they must first examine the present status of the principalship. With an understanding of the position as it exists today, and with concerned reflection on the future of the elementary school principalship, plans and programs needed to accomplish increased effectiveness and efficiency can be developed.

BACKGROUND OF THE STUDY

Early in 1969, a survey questionnaire was mailed to 980 Georgia Elementary School Principals. This survey was part of a joint study by the Georgia Department of Elementary School Principals and the Department of Educational Administration at the University of Georgia. There was a 62 per cent response to the survey instrument with equal representation from all ten of the congressional districts in the state.

The purposes of the survey were to obtain some measure of the various titles and the types of principals, to describe their professional and personal characteristics, to explore their duties and functions and to obtain their opinions with regard to certain school practices. We have taken this backward glance because our past, to a considerable degree, determines our future. The more knowledge we have of the present may cast a glimmer of light on the future problems, opportunities and progress in educating the elementary school principals.

In 1968, the Department of Elementary School Principals, NEA conducted a national survey of the elementary school principalship.[1] This research study was invaluable as a resource to compare the results of the Georgia study with the status of the principalship nationally. The basic survey instrument used in Georgia was that instrument which was used in the National study.

The Department of Educational Administration at the University supplied the technical assistance required to prepare and tabulate the questionnaires and to advise in the interpretation of the results.

The data supplied by respondents were tabulated question by question for the total sample. Most of the data have been presented in percentages. In this survey report, reference is made to percentage differences.

In this report, certain questions are raised--will the typical master's degree be adequate preparation for dealing effectively with the emerging socio-economic and human relations problems of most communities, not to mention the more complex situation in the metropolis? How does one learn to understand and to utilize the new theories and the intricate hardware of a constantly growing field of audiovisual education?

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[1] The Elementary School Principalship in 1968 (Washington, D.C.: Department of Elementary School Principals, NEA, 1968).

Perhaps, for most principals now in service, the primary need is for "a pause in the day's occupations" so that they can appraise the extent, depth, and probable permanence of many of the changes in American life and in education. With a new grip on the facts and on their attitudes, they may be better prepared for the seminars, workshops, and professional publications that will both accelerate and facilitate their progress toward new understandings and insights.

But the principal, during the next decade, cannot possibly become expert in the many fields with which he has contacts nor, even with considerable new wisdom, can he become the master of all he surveys. Actually, as a number of principals indicated in this survey, they are becoming increasingly the nuceli of a corps of experts who group and regroup as necessary to meet the challenges and problems as they arise. Versatility and inventiveness in group situations may become more important qualities contributing to leadership success in the principalships than an unfailing presence of the principal in his office.

CHAPTER 2

CHARACTERISTICS OF GEORGIA PRINCIPALS

The concern of this survey was with a representative sample of principals who are usually in charge of individual school buildings. Table 1 shows that in the total response 78.78 per cent were designated as "principals," 10.30 per cent as "teaching principals and 10.92 per cent as "supervising principals." The title of "supervising principal" occurred more often in the smaller school systems (300 - 2,999 pupils) than it did in the larger systems; that is, a supervising principal was one who was in charge of two or more buildings.

T A B L E 1

OFFICIAL TITLES OF PARTICIPANTS IN SURVEY

	Total Sample
Teaching Principals	10.30%
Principal	78.78
Supervising Principals	10.92

AGE, SEX, MARITAL STATUS

The median age of the elementary school principal in Georgia was forty-four years compared with a national median of forty-six years.[2] Fifteen per cent of the total group was under thirty-five years of age and 1.89 per cent of the respondents reported their age as sixty-five years or older as can be seen in Table 2.

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[2] The Elementary School Principalship in 1968 (Washington, D. C.: Department of Elementary School Principals, NEA, 1968).

T A B L E 2

AGE OF PRINCIPALS

Less than 35 yrs old	14.98%
35 - 49 yrs old	54.56
50 - 64 yrs old	28.57
65 or older	1.89

The survey data of Table 3 shows that 79 per cent of the principals are men. Twenty-one per cent are women.

T A B L E 3

SEX OF PRINCIPALS

Men	79.21%
Women	20.79

The percentage of principals who indicated their status as married was 83.84 per cent while 11.36 per cent were single, and 4.8 per cent indicated that they were widowed, divorced, or separated. These data can be seen in Table 4.

T A B L E 4

MARITAL STATUS

Single	11.36%
Married	83.84
Other	4.80

What could account for the fact that four out of five elementary school principals in Georgia are men while the national average is three out of four?

Undoubtedly the answer to this question does not lie exclusively in the matter of the relative competency of men and women principals. The number of men entering the teaching profession at the elementary level has been increasing steadily over several decades. Both the educational status of principals and their salaries have risen to a marked degree over the past years and the principalship has become more and more attractive to men. The results of this survey indicate that the respondents "preferred administration to classroom work," needed a larger income," or "considered the principalship especially important" as Table 5 shows.

The data reported here would suggest that the men are more likely than the women to have strong ambitions and personal drives to seek positions as administrators. This, combined with other factors, has resulted in the steady increase in the proportions of men in the elementary school principalship.

TABLE 5

PRIMARY REASON FOR BECOMING A PRINCIPAL

Preferred administration and supervision to classroom teaching	25.68%
Needed a larger income	21.47
Considered the principalship especially important	22.53
Encouraged by the superintendent's office	23.58
Other	6.74

THE PRINCIPAL, THE SCHOOL, AND COMMUNITY

Ninety-five per cent of the responding principals indicated that they supervised only one school, while 3.67 per cent were responsible for two separate school buildings as can be seen in Table 6. The types of communities served by the school were reported as 23.40 per cent urban, 36.60 per cent suburban, and 40 per cent rural as depicted in Table 7.

T A B L E 6

SEPARATELY NAMED ELEMENTARY SCHOOLS
SUPERVISED BY PRINCIPALS

1	95.87%
2	3.67
3 or more	.46

T A B L E 7

TYPE OF COMMUNITY SERVED BY SCHOOL

Urban	23.40%
Suburban	36.60
Rural	40.00

The student body characteristics reported by the principals indicated 62.80 per cent of the pupils had some or wide diversity in their cultural backgrounds. Nineteen out of 100 respondents indicated their pupils were predominantly disadvantaged, while 18 per cent of the principals reported they had few disadvantaged students as Table 8 shows.

T A B L E 8

STUDENT BODY CHARACTERISTICS

Wide diversity in cultural backgrounds	26.80%
Some diversity in cultural backgrounds	36.00
Homogeneous in cultural backgrounds (Predominantly disadvantaged)	19.00
Homogeneous in cultural backgrounds (Few disadvantaged)	18.20

The typical principal in Georgia has 600 or less pupils enrolled in his school. Approximately 35 per cent of the principals have 399 or less students, and 2.65 per cent have enrollments of over 1,000 students as can be seen in Table 9. The respondents reported that in 45 per cent of the schools they supervised from fifteen to twenty-four full-time classroom teachers as Table 10 shows.

T A B L E 9

TOTAL REGULAR ELEMENTARY SCHOOL ENROLLMENT

Number	%
Less Than 100	1.12%
100-399	34.07
400-699	47.12
700-999	15.04
1000 +	2.65

T A B L E 10

FULL-TIME CLASSROOM TEACHING POSITIONS

Number	%
Less than 5	1.33%
5-14	32.96
15-24	45.35
25-34	17.03
35-44	3.33

POSITION HELD JUST BEFORE FIRST PRINCIPALSHIP

The great majority of principals (81.71 per cent) replying to the survey had been either elementary or secondary classroom teachers just prior to becoming principals. Of these, approximately 46 per cent had been teachers in elementary schools. As Table 11 also shows 8.55 per cent had been assistant principals in either elementary or secondary schools just prior to their first elementary school principalship.

T A B L E 11

POSITION HELD JUST BEFORE FIRST PRINCIPALSHIP

Classroom teacher (elem.)	45.84%
Classroom teacher (sec.)	35.87
Assistant principal (elem.)	5.23
Assistant principal (sec.)	3.32
Central office specialist	1.66
Member of college faculty	.24
Graduate student in college	1.90
Other	5.94

YEARS OF TEACHING EXPERIENCE & YEARS AS PRINCIPAL

Slightly less than 60 in 100 principals reported less than ten years experience in classroom teaching prior to their entering the principalship as can be seen in Table 12. About 57 per cent of the responding principals had a total of 19 years or less in the profession including teaching, administration, and supervision as Table 13 shows. Fifty one in 100 of the respondents reported nine years or less total experience as a principal as Table 14 depicts.

T A B L E 12

YEARS OF CLASSROOM TEACHING EXPERIENCE

Years	Years in Total	Years in Elementary School	Years in Secondary School	Other (military, etc.)
0-1	1.97%	7.41%	10.12%	11.35%
2-9	57.88	63.79	68.87	81.44
10-19	30.71	22.22	18.68	2.06
20-29	9.05	5.76	2.33	5.15
30+	.39	.82		

T A B L E 13

TOTAL YEARS EXPERIENCE IN TEACHING,
SUPERVISION, ADMINISTRATION AND
OTHER SCHOOL WORK

Years	Per Cent
Less than 9 years	13.49
10 - 19	43.31
20 - 29	25.70
30 - 39	13.49
40 +	4.01

T A B L E 14

YEARS AS A PRINCIPAL

1-3 yrs	14.42%
4-9 yrs	36.41
10-19 yrs	33.33
20-29 yrs	11.58
30-39 yrs	3.55
40 +	.71

YEARS IN PRESENT POSITION AS PRINCIPAL

The distribution of responses as shown in Table 15 indicates that approximately 71 per cent of the elementary school principals in Georgia have less than ten years experience in their current position. In the national survey seventy out of 100 principals had been in their present positions less than ten years.[3]

T A B L E 15

YEARS IN PRESENT POSITION AS PRINCIPAL

Years	Per Cent
1 - 3	31.15%
4 - 9	40.05
10 - 19	23.89
20 - 29	3.98
30 - 39	.70
44 +	.23

[3] Ibid.

CHAPTER 3

PROFESSIONAL PREPARATION AND CERTIFICATION

A total of 68.63 per cent of the respondents had their master's degree only, and a total of 97 per cent had the master's plus higher preparation (six-year certificate or doctorate). A total of 3 per cent of the respondents had only their AB degree as can be seen in Table 16.

In the area of undergraduate concentration, thirty-three out of 100 principals majored in social studies as Table 17 shows. Eighteen out of 100 were English majors, twelve in 100 had primary interests in science, and thirteen in 100 were P.E. majors.

T A B L E 16

HIGHEST DEGREE HELD

AB	2.83%
Masters	68.63
Professional or 6 yrs	25.27
Doctors	3.27

T A B L E 17

AREAS OF UNDERGRADUATE CONCENTRATION

P.E.	13.00%
Voc. Ed.	6.20
English Literature	18.00
Foreign Language	1.60
Math	8.40
Sciences (physical)	11.80
Social Studies (history, etc)	33.20
Other	7.80

MAJOR FIELD IN GRADUATE SCHOOL

In the field of graduate college study, 98 per cent of the respondents reported a special area of graduate study as Table 18 shows. Interestingly, 60.24 per cent of the respondents indicated elementary school administration was their major field of concentration, and 30.60 per cent had a concentration in general school administration in graduate training.

T A B L E 18

MAJOR FIELD OF GRADUATE STUDY

No specialization to date	.48%
Elementary school Administration	60.24
General School Administration	30.60
Secondary school Administration	2.20
An academic or subject area	1.93
Elementary school instruction	2.65
Elementary school supervision and curriculum	.70
Other	1.20

EVALUATION OF COLLEGE INSTRUCTIONAL METHODS

The principals were asked to evaluate a list of the typical methods used in college instruction. The instructional methods were ranked "of much value," "of some value," or "of little value." Responses showed that class discussion ranked highest among 65 per cent of the respondents as can be seen in Table 19. Doing research was next highest with 43 per cent response, followed by workshops, seminars, and field studies. The principals ranked "term papers" lowest with an 1.34 por cent response.

T A B L E 19

INSTRUCTIONAL METHODS OF VALUE IN PREPARATION FOR PRINCIPALSHIP

Method	Of Much Value	Of Some Value	Of Little Value	Did not Experience It
Internship (with a principal)	11.57%	5.40%	4.37%	78.66%
Course lectures	27.04	64.80	7.46	.70
Class discussion	65.71	29.52	4.05	.72
Term papers	11.34	57.22	28.87	2.57
Doing research	42.86	43.81	8.81	4.52
Seminars	36.43	40.05	11.54	11.98
Field Studies	35.90	36.41	3.59	24.10
Workshops	42.39	35.03	6.35	16.23
Other	50.00	19.05	2.38	28.57

PREPARATION CONTRIBUTING MOST TO SUCCESS

The survey data indicated that on-the-job training as a principal (40 per cent) and experience as a classroom teacher (33 per cent) were ranked as the types of experience or preparation which contributed most to individual success in the principalship as can be seen in Table 20. Experience as an assistant principal was felt by only 7 per cent to be the most important contribution to their success, while college education and self-directed study and research rated about 6 per cent.

T A B L E 20

PREPARATION FELT TO CONTRIBUTE MOST TO SUCCESS AS A PRINCIPAL

Experience as a classroom teacher	33.40%
College education	5.73
On the job training as a principal	39.72
Experience as an intern prior to employment as a principal	3.95
Experience as an assistant principal	7.11
In-service study and training programs of school systems where employed	2.37
My own, self-directed study and research work	6.32
Other	1.40

MOST IMPORTANT COLLEGE COURSES IN TRAINING PRINCIPALS

Principals were asked to examine a list of educational courses and to select the three which, in their judgement, were most important in the preparation of beginning principals. The individual college courses reported by the elementary school principals as the most important in their preparation for the principalship, in rank order, were: "Supervision of Instruction" in 46 per cent of the cases and "Child Growth and Development," which 45 per cent of the principals believed to be most important as can be seen in Table 21. The next in order of response was "Public Relations and Community Relations" (42.20 per cent), "Organization and Management of Elementary Schools" (40.88 per cent), and "General School Administration" (38.90 per cent).

T A B L E 21

COLLEGE COURSES BELIEVED TO BE MOST IMPORTANT IN THE PREPARATION OF BEGINNING ELEMENTARY SCHOOL PRINCIPALS - (EACH PRINCIPAL SELECTED. THREE)

Supervision of Instruction	45.93%
Child growth and development	45.27
Public relations and community relations	42.20
Organization and management of elementary schools	40.88
General school administration	38.90
Curriculum development	20.60
Methods of teaching	13.41
General psychology	12.09
Educational psychology	10.99
Tests and measurements	9.01
Methods of research	9.01
Philosophies of education	4.18
School plant design	1.98
Sociology and anthropology	1.43

PROFESSIONAL IMPROVEMENT

In response to the question, "Do you think principals should be released during the school day for certain professional improvement activities?" sixty-one out of 100 responding principals viewed in-service programs within their school systems as "very important." Next in highest per cent of very important ratings was the plan for exchange visits among principals in their schools. Also, 51.57 per cent of the principals thought the programs of professional associations were important enough to justify released time during regular school hours as Table 22 shows.

T A B L E 22

THE IMPORTANCE OF RELEASING PRINCIPALS DURING SCHOOL HOURS FOR PROFESSIONAL IMPROVEMENT

Possible Activity	Very Important	Good But Not Necessary	Not A Good Idea	No Opinion
Regular College Study	23.82%	44.42%	28.04%	3.72%
School system in-service programs	61.58	31.98	5.01	1.43
Programs of professional association	51.57	38.02	8.72	1.69
Exchange visits among principals in other schools	57.45	29.74	1.87	.94
Other	52.63	7.89	5.26	34.22

PROFESSIONAL GROWTH EXPERIENCES

Three types of experiences were cited by the principals as the professional growth experiences thought to be of most value to over one-half of them. In the order of reported importance the experiences were: (1) teaching classes in their own schools (56.77 per cent), (2) self-directed study and research (54.70 per cent), and (3) institutes and workshops (50 per cent) as seen in Table 23. The majority of the elementary principals in Georgia, sixty-four out of 100, reported that they have not had experiences in writing professional materials for publication.

T A B L E 23

EVALUATION OF VARIOUS PROFESSIONAL GROWTH EXPERIENCES

Activity	Of Much Value	Of Some Value	Of Little Value	Have not Had the Experience
Professional writings for publication . . .	4.76%	22.31%	8.52%	64.41%
Teaching college Classes	9.73	14.71	9.23	66.33
Teaching classes in my school	56.77	34.68	4.75	3.80
Serving on committees of school systems . .	46.19	40.05	6.88	6.88
Consulting in other schools or systems . .	37.95	30.07	4.77	27.21
Educational tours and international seminars	32.87	28.00	2.78	36.35
Active roles in professional associations	48.81	35.78	9.24	6.17
Institutes and workshops	50.00	43.04	3.09	3.87
Self-directed study and research	54.70	40.48	2.65	2.17

CERTIFICATION

What certification should be required of elementary school principals? Some have contended that a special state certificate would tend to standardize and improve the preparation of principals and that it would give the principalship clearer professional status and prestige. Others such as officers in state departments of education, have been reluctant about the development of many kinds of special state certificates. In response to the question on the survey about certification, seventy out of 100 principals reported that they

held a general administrative certificate, 25 per cent reported holding a special elementary school principal's certificate, while the remaining percentage reported only teaching or other certification as Table 24 shows.

T A B L E 24

STATUS THIS YEAR WITH RESPECT TO STATE CERTIFICATION

Special elementary school principal's certificate	25.44%
General Administrative certificate	70.57
No certificate other than teacher's	.89
Other	3.10

CHAPTER 4

JOB SATISFACTION, FINANCIAL STATUS, AND WORKING CONDITIONS

The question on the survey: "Suppose you were starting all over again; would you become an elementary school principal?" is the type of question frequently used to test the "morale" of a group. From the total sample of principals, eighty-seven out of 100 reported that they "certainly would" or "probably would" become principals again. Seven out of 100 were uncertain, and 6 per cent either probably or certainly would not start again as a principal as can be seen in Table 25.

T A B L E 25

IF YOU WERE STARTING ALL OVER AGAIN, WOULD YOU BECOME AN ELEMENTARY SCHOOL PRINCIPAL?

Certainly would	62.64%
Probably would	23.96
Chances about even for and against	6.81
Probably would not	5.71
Certainly would not	.88

In the area of job satisfaction, 57 per cent of the principals reported that the elementary school principalship was their final occupational goal as Table 26 shows.

Those who did not consider the principalship their final occupational goal were given the opportunity to indicate what specific positions they hoped to attain. Of the 43 per cent who had specific goals, twenty-five out of 100 indicated that they eventually wanted to be a college teacher, and twenty-eight out of 100 eventually wanted to be a superintendent of schools. The position

of director of elementary education is the goal of twelve out of 100 respondents. Relatively few had any ambitions with regard to pcsitions in secondary education, either as a classroom teacher or as an administrator. Even fewer respondents wanted to find their ultimate positions outside of education.

T A B L E 26

IS THE ELEMENTARY SCHOOL PRINCIPALSHIP YOUR FINAL OCCUPATIONAL GOAL?

Yes: 57.02%	No: 42.98%

If not, what position would you like most to hold?

Elementary school teacher	2.29%
Secondary school teacher	3.67
College teacher	25.23
Secondary school principalship	5.96
Supervisor: member of central staff	11.93
Director of elementary education	11.93
Superintendent of schools	27.52
Occupation other than in education	4.59
Other	6.88

PROFESSIONAL ASSOCIATIONS

Of the total sample, fifty-three out of 100 principals belonged to the local, district, and state elementary school principals' association, and forty-nine in 100 belonged to the Department of Elementary School Principals, NEA as Table 27 depicts.

TABLE 27

MEMBERSHIP HELD IN ELEMENTARY SCHOOL PRINCIPALS' ASSOCIATIONS

Department of Elementary School Principals, NEA	48.80%
State principals association	56.60
District principals' association	53.00
Local principals association	53.60

The responding principals indicated in 82 per cent of the cases that they belonged to the State education association as may be seen in Table 28. Also, 65 per cent of them belonged to the National Education Association. Less than one per cent belonged to the American Federation of Teachers.

TABLE 28

MEMBERSHIP HELD IN GENERAL EDUCATION ASSOCIATIONS

National Education Association	65.00%
State education association	81.80
Local education association	78.40
American Federation of Teachers	.80

WORKING CONDITIONS AND DISTRIBUTION OF TIME

Policies of the various school systems differ with regard to the term of employment of elementary school principals and the number of hours per week required by the position. In some systems, the term of employment and weekly hours of service do not differ markedly from those of the classroom teachers. In most systems, the principal is expected to give the amount of time that the job requires and a rigid definition of what would be called "reasonable effort" is not made.

Sixty-one out of 100 of the responding principals reported that they were employed each year for ten but less than eleven months as Table 29 shows. Thirteen out of 100 were employed for nine, but less than ten months, and twenty-four out 100 were reported to be employed for a full twelve-month term.

Approximately 53 per cent of the principals spent between 40 and 45 hours at school each week as Table 30 depicts. Likewise, 32 per cent indicated they were at school 46 to 50 hours weekly.

T A B L E 29

TERM OF EMPLOYMENT EACH YEAR

9 but less than 10 months	13.14%
10 but less than 11 months	60.58
11 but less than 12 months	2.68
12 months	23.60

Respondents indicated that 64.65 per cent of their number enjoyed seven to ten weeks vacation each summer. Only 15 per cent had 3 or less weeks of summer vacation as Table 31 shows.

T A B L E 30

HOURS AT SCHOOL EACH WEEK

Hours	Per Cent
Less than 40	1.90%
40 - 45	52.73
46 - 50	32.30
51 - 59	7.12
60 +	5.95

T A B L E 31

WEEKS SUMMER VACATION

No. weeks	Per Cent
1 - 3	15.01%
4 - 6	20.34
7 - 9	40.68
10 +	23.97

THE FINANCIAL STATUS OF PRINCIPALS

The answers to four major questions were sought in this segment of the survey. The questions were: (1) What is your regular salary for the current school year? (2) What is your estimated income from school employment in addition to your regular salary as principal? (3) What is your estimated income from nonschool employment? (4) What is your estimated total income from all sources?

Respondents were asked to report on their regular salaries as principals for the year 1968-69. Approximately 49 per cent of the principals earned between $10,000 and $12,499 annually as Table 32 shows. The median salary of the respondents was $10,770.

T A B L E 32

REGULAR SALARY AS PRINCIPAL

Dollars	Per Cent
Less than 5,000	1.20%
5,000 - 7,499	1.20
7,500 - 9,999	22.89
10,000 - 12,499	48.67
12.500 - 14,999	18.31
15,000 +	7.73

In answer to the question about earnings above regular salary for other income, 60 per cent of the respondents indicated that they had no other income as Table 33 shows. Of those who did have other income, 30.61 per cent reported earning between $1,000 and $1,499 annually from other school employment. Converesely, only 25 per cent of the principals reported earning that much annually from non school employment.

T A B L E 33

OTHER INCOME

I have either Extra or Non School Employment		
	Yes 40%	No 60%
Dollars	School Employment	Non School Employment
$100 - $499	18.37	6.66%
$500 - $999	19.39	15.00
$1000 - $1499	30.61	25.00
$1500 +	31.63	53.34

CHAPTER 5

ADMINISTRATIVE AND SUPERVISORY PRACTICES

This section of the status survey of the elementary school principalship in Georgia reports administrative and supervisory functions of the typical principal. The principalship functions pertaining to organization, staffing, personnel selection, supervision, policy and procedure setting authority, participation in budget preparation, and selection of instructional materials are discussed in the following paragraphs of this chapter.

ORGANIZATION

Typically, Georgia Elementary Principals have direct supervisory authority over grades 1 through 6 as Table 34 clearly shows. Only 29 per cent of the principals supervised kindergarten and even less, 4 per cent, had pre-kindergarten supervisory responsibilities. Also, a study of this table shows that approximately 70 per cent of the principals supervise grade 6 while only 31 per cent are in charge of grade 7.

T A B L E 34

GRADES GEORGIA PRINCIPALS SUPERVISED AND ORGANIZATIONAL PATTERNS

Grades Supervised		Vertical Organization			Horizontal Organization		
		Graded	Multi-graded	Non-graded	Self-contained	Departmentalized	Team teaching
Pre K	4.00%						
K	29.20						
1	86.60	76.00%	5.20%	18.80%	88.60%	3.10%	8.30%
2	85.40	76.70	6.90	16.40	87.60	4.50	7.90
3	85.80	77.20	7.30	15.50	84.40	7.50	8.10
4	85.40	86.50	6.90	6.60	71.20	20.80	8.00
5	84.00	90.40	3.90	5.70	52.70	41.30	6.00
6	69.60	89.60	5.20	5.20	44.00	49.20	6.80
7	30.80						

The vertical plan of organization whereby children are initially classified for admittance and progress up through the organizational structure to a point of departure was primarily the graded plan in Georgia schools. There appears to be some experimentation with nongrading at the primary grades since the survey data indicate that approximately 15 to 19 per cent of Georgia's Elementary Schools used this vertical plan in 1969. Overall, only about 6 per cent of the principals reporting utilized multigrading as a vertical organization plan.

Concerning the horizontal organization plan whereby teachers are deployed so that instruction can be administered, the survey data indicate that the self-contained classroom plan prevails through grade 5 as Table 34 shows. There appears to be more use of departmentalization in grades 4 through 6 than formerly with 49 per cent of the sixth grades being organized horizontally in this manner. Only about 7 per cent of the elementary schools in Georgia were organized horizontally for team teaching in grades 1 through 6.

Approximately 9 per cent of the responding principals indicated, as can be seen in Table 35, that children were sectioned for instruction and promoted in accordance with required, system-wide policies. Whereas 33 per cent of the children were sectioned according to policies and standards developed by the faculty and the principal jointly, 58 per cent of the students were sectioned for instruction in terms of what the teachers, parents and principal thought would be best for each child.

STAFFING

The survey data indicated that 74 per cent of the principals had a full-time secretary as Table 36 depicts. Only 3 per cent of the principals had no secretarial assistance while approximately 15 per cent of them had a half-time secretary. Typically, the average secretary was a high school graduate with secretarial training as Table 37 shows.

T A B L E 35

PRINCIPAL'S ROLE IN DETERMINING PUPIL PLACEMENT WITHIN THE SCHOOL

Children are placed and promoted in accordance with required, system-wide policies; I exercise little choice.	8.76%
Most children in our school are placed according to policies and standards developed by the faculty as a whole; I share in developing them.	32.95
Within the framework of general policies of the school system and some faculty agreements, the teachers work with the parents, the child, and me, using test and other data, to place each child in terms of his needs.	58.29

The survey data revealed that 52 per cent of the responding principals had a full-time librarian while 30 per cent reported that they had a librarian on a part-time basis as Table 38 sets forth. A social worker was available to principals in 36 per cent of the schools on a full-time basis and in 52 per cent of the schools on a part-time arrangement. Additionally, 40 per cent or more of the principals reported that they had resource assistance on a part-time basis from the following: school nurse; teacher of home-bound pupils; and specialists in art, music, reading, speech,exceptional children, guidance, testing, and curriculum.

When asked to designate the resource personnel that had become increasingly available to them in the last five years, the principals indicated specialists in art, music, reading, speech, and the librarians. In rank order as Table 39 shows, the incidence of increased availability of these resource personnel was: librarian and specialists in reading, speech, music, and art.

T A B L E 36

SECRETARIAL HELP SCHOOL HAS IN TERMS OF FULL-TIME POSITIONS

None	2.92%
1/2 position	15.08
1 position	74.21
1-1/2 positions	6.57
2 positions	.73
More than 2 positions	.49

T A B L E 37

USUAL TYPE OF SECRETARIAL HELP AVAILABLE

College graduate with special secretarial training	5.61%
Graduate of business school or college	26.54
High school graduate with secretarial training	57.53
High school student now taking secretarial training	3.68
Parent or other person with little or no secretarial training	9.09

T A B L E 38

RESOURCE PERSONNEL AVAILABLE TO SCHOOL FULL-TIME OR PART-TIME

Type	Full Time	Part Time	Not Available
A. Director of elementary education	29.97%	20.91%	49.12%
B. District superintendent (are within district)	30.00	18.00	52.00
C. Psychologist or psychiatrist	13.46	35.44	51.10
D. Director of research	17.38	19.52	63.10
E. School physician	.62	14.60	84.78
F. School nurse	13.28	41.10	46.67
G. Visiting teacher (school social worker)	35.59	52.06	12.35
H. Teacher of home-bound pupils	17.93	41.46	40.62
I. Curriculum specialist	25.32	50.90	23.78
J. Audio-visual specialist	18.85	37.98	43.17
K. Specialist in art	21.41	44.99	33.60
L. Specialist in Music	19.33	52.06	28.61
M. Specialist in reading	23.81	45.77	30.42
N. Specialist in speech	14.71	48.23	37.06
O. Specialist in science	18.02	39.16	42.82
P. Specialist for exceptional children	21.95	45.80	32.25
Q. Specialist in physical education	24.11	33.76	42.13
R. School librarian	51.77	29.80	18.43
S. Specialist in guidance	19.02	43.48	37.50
T. Specialist in testing	19.72	51.11	29.17
U. Specialist in foreign languages	11.49	22.70	65.80

T A B L E 39

TYPES OF PERSONNEL IN TABLE 38 WHICH HAVE BEEN MADE AVAILABLE FOR THE FIRST TIME WITHWIN THE PAST FIVE YEARS

a. 10.13%	h. 7.20%	o. 20.27%
b. 4.27	i. 20.27	p. 23.47
c. 14.93	j. 17.07	q. 7.47
d. 9.33	k. 30.93	r. 44.00
e. 4.27	l. 32.00	s. 21.07
f. 10.13	m. 42.13	t. 22.67
g. 12.00	n. 33.33	u. 5.60

Approximately 7 per cent of the responding principals indicated that they had a full-time assistant principal as can be seen in Table 40. Of those reporting an assistant principal, indications were that his job typically was a general one in which he dealt with pupil personnel matters, supervision, curriculum planning and development, administrative and clerical matters and the like.

T A B L E 40

AVAILABILITY OF ASSISTANT PRINCIPAL

Do you have a Full-Time Assistant Principal or Vice-Principal?

Yes 6.88% No 93.12%

If "Yes", What is the Major Function of that person?

Pupil personnel	------
Supervision and curriculum	------
Administration and clerical	16.67%
General: all of above	75.00
Other	8.33

PERSONNEL SELECTION

An analysis of the survey data as set forth in Table 41 indicated that 27 per cent of the Georgia principals have nothing to say about the selection of teachers for their schools since selection and assignment is conducted by the central office. Among 35 per cent of the principals, however, it was found that they request the type of personnel needed and choose from several applicants recommended to them by the central office. Happily, 30 per cent of the responding principals indicated that they actively participate in the recruitment, selection and assignment process. Survey data revealed that 8 per cent of the elementary principals employ professional staff members without the assistance of central office personnel. Also, it was found that only 10 per cent of the principals reported teachers participating in the selection of new faculty members as Table 42 shows.

T A B L E 41

DESCRIPTION OF PRINCIPAL'S ROLE IN SELECTING THE FACULTY OF THE SCHOOL

All assignments are made by the central office; I have nothing to say in the selection of teachers.	26.87%
Can ask for the type of person needed and accept or reject from among several recommended by the central office.	35.28
Expected to outline the qualifications of each teacher needed, to examine the personnel records in the central office, to interview applicants, and to recommend for assignment the applicants I consider qualified.	30.14
Employ the teachers without the assistance of a central personnel service.	7.71

T A B L E 42

DO TEACHERS IN SCHOOL SHARE IN THE SELECTION OF NEW FACULTY MEMBERS?

Yes	10.43%	No	89.57%

SUPERVISION

Concerning the principal's role with regard to formal ratings of teachers in their school systems, 60 per cent of the principals indicated that they made no formal rating of beginning teachers and approximately 40 per cent indicated that they made no formal rating of continuing teachers as Table 43 depicts. Of those principals making formal ratings, about 56 per cent made them annually for beginning teachers with respect to teacher characteristics and about 51 per cent in terms of the general performance of beginning teachers. For those principals making formal ratings of continuing teachers, 39 per cent responded that they rated them annually with respect to teacher characteristics and 44 per cent of the respondents indicated they made annual ratings of continuing teachers on the basis of general performance.

T A B L E 43

ROLE WITH REGARD TO TEACHER RATING IN YOUR SCHOOL SYSTEM

Type and frequency of rating	Beginning teachers	Continuing teachers
1. I make no formal ratings	60.49%	39.51%
2. I make formal ratings		
A. In detail of teacher characteristics		
Annually	55.92%	38.77%
Every few years	2.04%	3.27%
B. Of general performance (e.g. satisfactory or unsatisfactory		
Annually	51.21%	43.95%
Every few years	1.38%	3.46%

Roughly, 47 per cent of the principals responded that each teacher determines to a great extent, the methods he uses in the classroom, although the principals are consulted and they offer suggestions to teachers concerning methods of teaching children. Also, as Table 44 further shows, only about 15 per cent of the principals indicated that they looked to supervisors and resource persons to assist teachers in the selection and use of methods in the classroom.

T A B L E 44

PRINCIPAL'S PART IN DETERMINING THE SPECIFIC METHODS USED BY CLASSROOM TEACHERS IN THE SCHOOL

Each teacher determines his own methods; I have little part in making decisions.	6.18%
Although no one can make all decisions alone, I try to watch the specific methods and to make sure that the better methods are used in every classroom.	9.73
While each teacher largely determines the methods he uses, I am consulted and I offer suggestions as I see fit.	47.20
Instructional supervisors and resource persons keep a close watch on teachers' methods to assure that the better methods are used. While I assist teachers, I look to them for direction and help in instructional methods.	15.54
Ultimately each teacher makes his own decisions, but we depend a great deal upon group decisions by committees of the faculty; I am a member of these groups.	21.35

The survey data showed, as may be seen in Table 45, that 83 per cent of the principals have primary responsibility for supervision and instructional improvement in their own schools. Also, 17 per cent of the principals indicated that they were only partly responsible for supervision and instructional improvement in their schools.

T A B L E 45

DESCRIPTION OF PRINCIPAL'S RESPONSIBILITY FOR SUPERVISION AND INSTRUCTIONAL IMPROVEMENT IN SCHOOL

Have primary responsibility	83.45%
Partly responsible	16.55
Have little responsibility	------

It was found that 61 per cent of the principals indicated that they work with classroom teachers and resource personnel, in planning the curriculum in terms of the students' unique educational needs existant in their own school buildings as Table 46 shows. Another 24 per cent of the principals stated that while they followed the school system's suggested program, they exerted some influence upon developing the curriculum in their schools. Only 15 per cent of the principals responded that they followed the school system's suggested program closely without trying to influence its development.

T A B L E 46

PRINCIPAL'S ROLE IN SHAPING THE CURRICULUM AND THE GENERAL PROGRAM OF THE SCHOOL

Follow closely the program of the school system without specifically trying to influence its development.	14.55%
Follow closely the program of the school system but exert some influence upon developing the educational program.	24.25
Classroom teachers, principals, and resource persons plan and develop cooperatively the content of the studies for the school system. The teachers and principal modify and adapt the general plan in terms of our school needs	61.20

When asked to list the main sources of ideas for innovations that had resulted in significant changes in their schools during the last three years, 23 per cent of the principals stated that they received their ideas from college courses, 18 per cent from local workshops, 17 per cent from other principals and teachers, 14 per cent from outside consultants and 11 per cent from professional reading as can be seen in Table 47. Only 1 per cent of the principals indicated national professional conventions to be the main source of ideas for innovations which were implemented in their schools. The reason for the latter may well reside in the fact that only a small percentage of Georgia principals traditionally attend national conferences.

T A B L E 47

THE MAIN SOURCE OF IDEAS FOR INNOVATIONS THAT DURING THE PAST THREE YEARS HAVE RESULTED IN SIGNIFICATN CHANGES OF PRACTICE IN THE SCHOOL

College courses	22.94%
Professional reading	11.58
Consultants from outside school system	13.59
National professional conventions	.89
State conferences	1.78
Local workshops	18.04
Central office staff	8.69
Parents or other community contacts	4.90
Other principals and teachers	17.59

The survey data revealed the fact that 34 per cent of the principals constantly encourage and attempt to help teachers individually to try innovations as can be seen in Table 48. Another 59 per cent of the principals indicated that they attempted innovations on a faculty or group basis. Only 7 per cent of the principals indicated that more attention should be paid to the established ways

of teaching the fundamentals and thought that too many new ideas tend to upset the regular program.

T A B L E 48

HOW PRINCIPALS APPROACH THE IMPLEMENTATION OF NEW IDEAS

Constantly encourage and help individual teachers to try innovations.	34.44%
Encourage our faculty to look for new ideas; individual teachers report them to our faculty groups, we examine the research, discuss our school situation, and agree on how we can tryout the proposed innovation.	58.96
I think that more attention should be paid to the established ways of teaching the fundamentals; too many new ideas tend to upset the regular program.	6.60

POLICY AND PROCEDURE SETTING AUTHORITY

In 70 per cent of the cases, superintendents and boards of education recognize Georgia Elementary School Principals as head of their individual schools as Table 49 shows. Viewed in this light, the principals have the authority to plan, organize, and administer the school's program. In only 26 per cent of the cases, the principals indicated that the central administration viewed their role as primarily one of carrying out the policies and practices advocated by the central office. Likewise, 4 per cent of the principals were neither encouraged nor authorized to alter independently, the school system's recommended program.

Concerning the building principal's role in developing educational policies for the school system as a whole, it can be seen in Table 50 that 39 per cent of the principals responded that they were not consulted. In 43 per cent of the

cases, however, the principals indicated that they were strongly encouraged to suggest new system-wide policies to the board of education through the superintendent of schools while 18 per cent of the principals responded that they were asked to comment upon policies developed by the central office and they received encouragement to propose new policies.

T A B L E 49

THE ADMINISTRATION'S VIEW OF THE PLACE OF THE ELEMENTARY SCHOOL PRINCIPAL IN THE SCHOOL SYSTEM

Principal recognized publicly as head of his school with considerable authority to plan, organize, and administer the school's program.	69.81%
Principal viewed as administrative head of school, assigned primarily to carry out policies of central office. He is given some encouragement to plan for his school community.	26.18
Principal is neither encouraged nor authorized to proceed independently to alter his school's program in any significant manner.	4.01

T A B L E 50

PART PLAYED BY PRINCIPAL IN DEVELOPING EDUCATIONAL POLICIES FOR THE SCHOOL SYSTEM AS A WHOLE

Not consulted	38.62%
Asked to comment upon policies developed by the central office.	------
Asked to comment upon policies developed by the central office and get some encouragement to propose new policies.	18.62
Not only encouraged to suggest new policies but invited to present views directly to the board of education or through the superintendent of schools.	42.76

PARTICIPATION IN BUDGET PREPARATION

As can be seen in Table 51, over half of Georgia's elementary principals indicated that they have nothing to do with the making of the school system's annual budget. In these instances, the budget was compiled in the central office. Only 13 per cent of the principals stated that they prepared a building budget for submission to the central office before the master budget for the school system was prepared, while 34 per cent of the principals simply informed the central office in writing of the general programmatic and monetary needs in their buildings.

T A B L E 51

PRINCIPAL'S ROLE IN PREPARING THE BUDGET FOR SCHOOL

Have nothing to do with the budget; it is made by the central office.	52.67%
Report in writing on the general needs of the school, but the budget decisions are made in the central office.	34.80
Teachers and I prepare budget proposals based upon the program we plan to follow. Our recommendations are carefully considered; I have an opportunity to explain and defend our plans before those who make the final decision.	12.53

SELECTION OF INSTRUCTIONAL MATERIALS

Concerning the principal's role in the selection of instructional materials, as depicted in Table 52, 52 per cent of the principals responded that they worked with their staffs to select the materials needed in their schools. In 43 per cent of the cases, however, they stated that school system committees decided what materials would be selected and hence made available to all schools, while 5 per cent of the principals responded that the central office selected materials for all schools.

T A B L E 52

PRINCIPALS ROLE IN SELECTING THE INSTRUCTIONAL MATERIALS USED IN SCHOOL

The central office selects the materials; I make no important recommendations.	4.54%
School system committees decide what materials will be available to all schools; I can get a few changes.	42.96
My staff and I work together to list the materials needed for our program.	52.50

CHAPTER 6

SCHOOL AND COMMUNITY RELATIONS, PROFESSIONAL ACTIVITIES, AND EVALUATION OF SELECTED PROGRAMS

This section of the status study of the elementary school principalship in Georgia reviews practices and procedures adopted by Georgia elementary principals in their efforts to adapt to a changing world. The areas of school and community relations, professional activities, and evaluation of selected programs are highlighted in this chapter.

PUBLIC RELATIONS

Georgia elementary principals employ several techniques to keep the public informed about the school and its program. Table 53 outlines some of the devices and methods that were identified by principals. On the basis of this evidence, it seems clear that principals prefer to deal on a personal basis with parents through conferences or visits to the school. Approximately 54 per cent the principals reporting felt that a close working relationship with parents' organizations was effective. There was less support for speeches, civic club participation and use of mass media. It is interesting to note that less than 30 per cent of the principals reporting felt that a periodic school newspaper is "very effective" in public relations.

A graphic distribution of procedures listed by Georgia principals in Table 54 lists the incidence of the use of these methods in public relations in terms of those held to be "most effective."

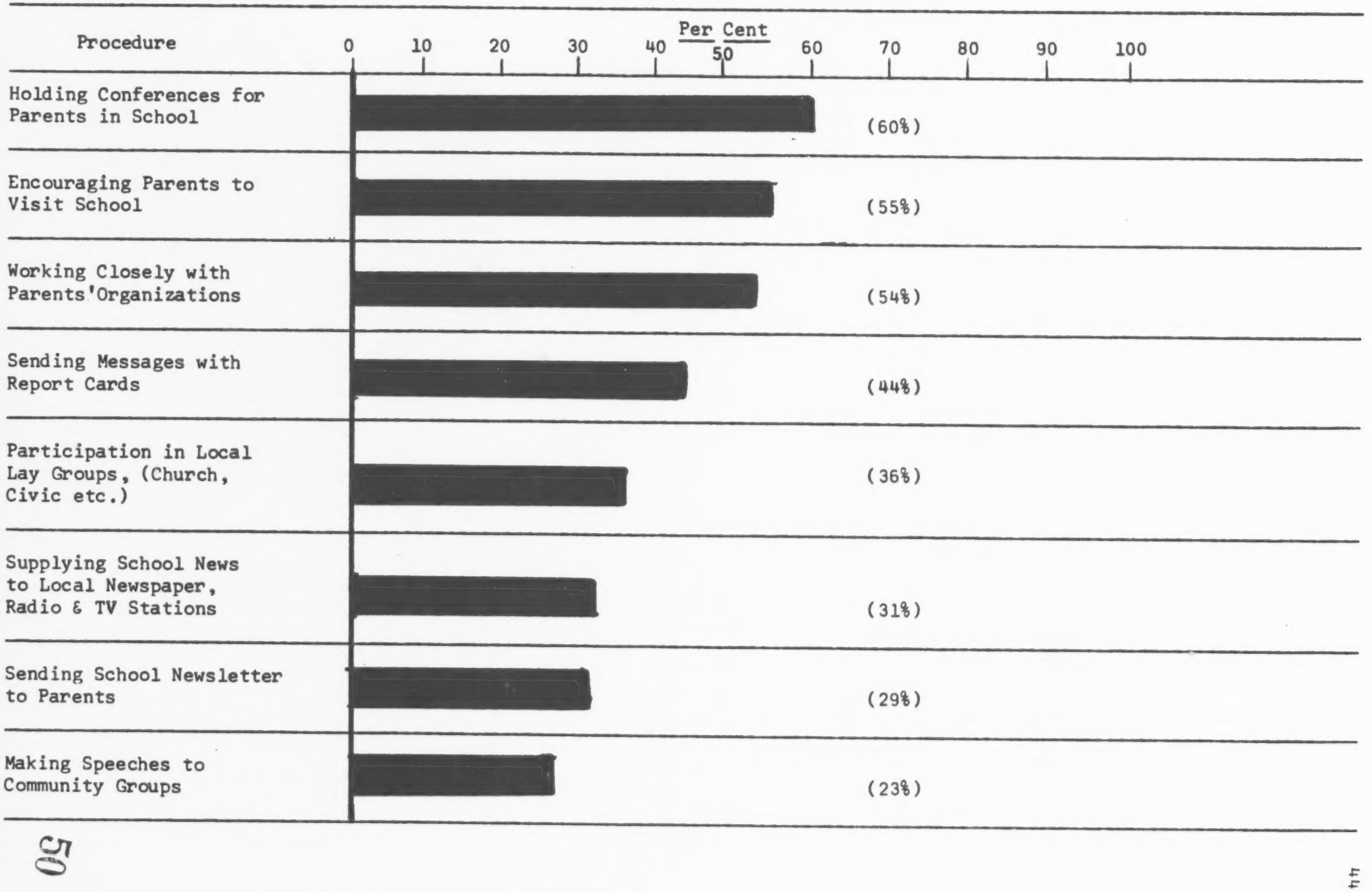
T A B L E 53

PRINCIPAL'S EVALUATION OF THE EFFECTIVENESS OF PUBLIC RELATIONS PROCEDURES

Procedures	Very effec-tive	Some what effec-tive	Not effec-tive	No opinion
a. Supplying school news to local newspapers, radio, and TV stations	31.42%	58.27%	7.43%	2.88%
b. Making speeches to community groups . . .	23.15	63.49	6.92	6.44
c. Sending a school newspaper periodically to parents	28.54	40.10	9.51	21.85
d. Sending messages, etc. with the report cards	44.15	44.88	7.80	3.17
e. Encouraging the parents to visit the school . .	55.37	34.35	9.11	1.17
f. Working closely with parents' organizations.	54.35	41.30	3.14	1.21
g. Participating actively in local groups (church, civic, etc.).	36.19	49.76	9.29	4.76
h. Holding conferences for parents in the school.	60.21	35.14	1.81	2.84

T A B L E 54

PUBLIC RELATIONS PROCEDURES CONSIDERED MOST EFFECTIVE BY
GEORGIA ELEMENTARY SCHOOL PRINCIPALS
(EACH PRINCIPAL SELECTED THREE)



PARTICIPATION IN LAY ORGANIZATION OR COMMUNITY PROGRAMS

It was indicated earlier in this study that the average Georgia Elementary Principal devotes about 50 hours each week to his school and school related activities. Many of the principals reporting indicated that an additional 3-5 hours are given to participation in lay organizations and community programs. Responses recorded in Table 55 indicate that about 10 per cent of the principals spend an hour or less weekly and a similar per cent devote 8-10 hours to these activities.

T A B L E 55

HOURS PER WEEK ON THE AVERAGE GIVEN BY PRINCIPALS TO LAY ORGANIZATIONS AND CIVIC ACTIVITIES

1 hour	10.60%
2-3 hours	40.12
4-5 hours	25.22
6-7 hours	12.89
8-9 hours	4.01
10 or more	7.16

An examination of the extent of time devoted to various lay organizations or community programs by reporting principals in Table 56 indicates that the majority of the time is spent in church and church related activities. These principals also hold more leadership positions in church activities than in any other program. Almost 94 per cent of the principals are members of a church with approximately 46 per cent holding major office.

T A B L E 56

EXTENT OF PARTICIPATION BY GEORGIA ELEMENTARY PRINCIPALS IN LAY ORGANIZATIONS OR COMMUNITY PROGRAMS

Activity	Total Membership	Hold major office	An active member; no office	Hold member-ship; not active	Not a member
a. Chamber of commerce or similiar group	24.93%	9.06%	11.90%	3.97%	75.07%
b. Civic or service clubs	68.37	23.84	36.50	8.03	31.63
c. Church or other religious body	93.84	45.73	41.71	6.40	6.16
d. Recreational group	50.77	10.05	31.70	9.02	49.23
e. Youth group (e.g., Scouting)	43.97	10.19	23.32	10.46	56.03
f. Cultural group (e.g., music, art)	39.72	2.78	25.55	11.39	60.28
g. Fraternal (lodge, sorority, etc.)	51.34	6.69	30.48	14.17	48.66
h. Political (e.g., local organiza-tion)	40.49	4.35	23.91	12.23	59.51
i. Health and social welfare (e.g., Red Cross, Community chest)	58.41	4.72	37.46	16.23	41.59
j. Patriotic and veterans groups	28.97	6.15	12.31	10.51	71.03
k. Civil rights groups	6.59	3.54	.80	2.25	93.41
L. Intercultural relations organizations	12.15	3.32	6.08	2.75	87.85

Sixty-eight per cent of all principals reported some level of membership status in civic or service clubs, with 24 per cent holding a major office. Youth groups and recreational activities also receive much support from Georgia Elementary School Principals.

One of the more apparent findings in the area of community participation was the lack of participation in the areas of business and civil rights. Less than 25 per cent of the principals reported membership in the Chamber of Commerce or related business groups, and less than 7 per cent were active in civil rights groups. It was found, however, that 40 per cent of the principals were active in political organizations and 59 per cent of the elementary school principals in Georgia belong to health and social welfare groups, e.g., Red Cross and Community Chest. Except for the church memberships, where almost half hold major office, in most lay groups principals classify themselves as "active members; hold no office" or "hold membership; not active." This seems to indicate that substantial numbers of principals show varying degrees of interest in a number of phases of organized community life but, for various reasons, participate in a modest way for the most part.

PARTICIPATION IN PROFESSIONAL ACTIVITIES

There are many opportunities for Georgia Elementary Principals to participate in professional activities. The Georgia Department of Elementary School Principals sponsors three state conferences, co-sponsors a series of four Research and Development Conferences and encourages attendance and support of all district, regional and national meetings. A summary of conference attendance as reported by principals is summarized in Table 57. Figures in this table indicate a need for improved conferences attendance. Only 9 per cent of the principals have attended all ten Winter Conferences, the Department's

annual major business and professional meeting. About 63 per cent of the principals reported they have attended three or less of those conferences. Similar percentages were reported for the Joint Summer Conference. One of the interesting findings in this area relates to attendance at the Research and Development Conferences. The data indicated 14 per cent of the principals reported attendance of 6 or more conferences. Slightly over 70 per cent of Georgia elementary principals have attended three or less of these meetings even though they have been conducted since 1965.

T A B L E 57

NUMBER OF TIMES PRINCIPALS ATTENDED CONFERENCES

No.	Winter Conference	GEA Conf.	Joint Principals' Summer Conference	Regional R & D Principals' Conference	Nat. Dept. Elem. Sch. Principals' Conference	Southeastern Principals' Conference
1	30.33%	13.78%	32.26%	28.42%	46.84%	41.38%
2-3	33.18	16.96	29.84	42.11	35.44	34.48
4-5	18.48	35.34	26.61	15.79	8.86	13.79
6-7	6.64	6.71	4.03	9.47	1.27	2.30
8-9	2.37	3.89	1.61	2.11	7.59	5.75
10+	9.00	23.32	5.65	2.10	--	2.30

There is some evidence that poor conference attendance is not necessarily a reflection of indifference on the part of reporting principals. Information summarized in Table 58 indicates that conference attendance is an expense which must be borne to a significant degree by the participating principal. Only slightly more than a third of the systems provided full reimbursement for the winter or annual conference expenses. Only 18 per cent of the principals reported full reimbursement for the GEA and the National DESP Conference. Principals

attending the other conferences receive little financial support from the local boards of education.

An examination of sources of financial aid used by elementary principals attending conferences indicated that funds came from sources other than the district budget. Many principals used individual school funds derived from "sales" to pupils, PTA funds and other "non-tax" sources.

T A B L E 58

AMOUNT OF REIMBURSEMENT RECIEVED BY PRINCIPALS
FOR ATTENDING PROFESSIONAL CONFERENCES

	Full Reimbursement	Partial Reimbursement
Winter Conference	35.71%	28.57%
GEA	17.86	42.85
Joint Principals' Summer Conference	14.29	3.57
Regional R & D Principal's Conference	7.14	25.00
National Department of Elementary School Principals' Conference	17.86	10.71
Southeastern Principals' Conference	10.71	10.71

School systems would do well to carefully consider the establishment of policies encouraging conference attendance and participation by principals. These policies should include provision for reimbursement of expenses. Information from reporting principals indicated that less than 20 per cent of their systems have such a policy as Table 59 shows. It seems unrealistic to expect a high level of conference attendance or participation at the personal expense of the elementary school principal.

T A B L E 59

POLICY ON PRINCIPAL LEAVE FOR PROFESSIONAL CONFERENCES THAT IS FOLLOWED BY SCHOOL SYSTEMS

1 conference only	3.27%
2 conferences annually	.82
3 conferences annually	-----
4 conferences annually	.27
5 conferences annually	1.36
For all justifiable conferences	13.08
Other	81.20

A definite trend toward increased graduate study is evident in the survey results as may be seen in Table 60. About 31 per cent of elementary principals attended college in 1968. More than 71 per cent have been enrolled in college classes since 1966. Whether this attendance stems from pressures of certification, accrediation, desire for financial increases or a simple personal desire to improve professionally is not clear. The fact that elementary principals are returning to school is important and vital to improved education program.

T A B L E 60

MOST RECENT PROFESSIONAL TRAINING THAT PRINCIPALS HAVE RECEIVED IN AN INSTITUTION OF HIGHER EDUCATION

Graduate study during:	
1968	30.89%
1967	14.19
1966	25.63
1965	6.18
1964	9.61
1963	8.70
Other	4.80

EVALUATION AND USE OF SELECTED SCHOOL PROGRAMS AND PRACTICES

In an attempt to determine the opinions and views of elementary principals regarding various organizational and instructional changes which have occurred in public schools, principals were asked to evaluate selected practices and programs and to indicate if this evaluation were based on direct or indirect experience. Responses in these areas are summarized in Tables 61 and 62. The level of usage in some areas is probably more surprising than the attitudes they expressed.

Over one-half of the elementary school principals responding indicated that they have no special programs for the disadvantaged preschool child, the academically talented, or the physically handicapped as Table 61 shows. Only 53 per cent of the principals stated that programs for the mentally retarded were provided. It should be pointed out that these figures reflect individual school programs. It is not possible from the data reported, to determine if a county-wide program is in operation.

The provision of recreational and/or enrichment programs varies widely. Over 65 per cent of the respondents maintain some type of remedial summer school program in their schools and almost 60 per cent provide a summer enrichment program. Less than 40 per cent provide evening activities for adults. It is interesting that almost 50 per cent of the responding principals maintain some type of "reading clinic."

Principal attitudes related to the programs listed in Table 61 were quite favorable. In fact a high percentage of principals who operate the programs described them as "valuable." It is interesting to note also, in studying Table 61, a good percentage of the principals, not using the programs also felt they were "valuable." The factors responsible for the failure to establish the programs in other schools are not reported in the survey.

Examination of the attitudes and usage in the areas of organization and general instruction, as shown in Table 62, indicates a situation similar to that described above. There is not widespread usage of organizational practices related to nongrading or team teaching. It is interesting to note that a relatively small per cent of the principals felt that these two patterns were "very valuable." The trend toward some type of departmentalization is clear. Over 70 per cent of the respondents practice this to some degree in their schools at the upper grade levels and 43 per cent practice it to some extent in the primary grades. There is no way to determine if this move away from the self-contained classroom is a result of a broadened instructional program, specialization among teachers, or changing social conditions.

Educational television was reported as being used in the schools of approximately 70 per cent of the responding principals. Less than 5 per cent of the principals expressed reservations regarding this medium of instruction.

Foreign languages are taught in primary grades in about 30 per cent of Georgia Elementary Schools. Whether this instruction represents a sequential program or the efforts of individual teachers was not given. The respondents indicated that instrumental music is available at the upper grade levels in 72 per cent of the schools and in 48 per cent of the lower grades.

It is interesting to note that the use of programmed learning is limited to about 24 per cent of the primary grades and 31 per cent of the upper grades in Georgia Elementary Schools according to the principals' responses. In these schools where this procedure is followed, a small per cent of the principals described it as "very valuable." Attitudes expressed by principals who have not used programmed instruction are more favorable toward its usage.

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TABLE 61

PRINCIPALS' VIEWS ON THE VALUE OF VARIOUS SCHOOL PROGRAMS AND PROCEDURES

Activity	Per Cent of principals who Have Used activity				Per Cent of principals who Have Not Used activity			
	TOTAL % Have used	Feel its valuable	Not sure of value	Not worth time & cost	TOTAL % who have not used	Feel its valuable	Not sure of value	Not worth time & cost
A. Programs for disadvantaged pre-schoolers	47.51%	40.49%	4.88%	2.20%	52.43%	34.39%	16.34%	1.71%
B. Special programs for academically talented	39.36	31.88	5.31	2.17	60.64	46.14	12.80	1.70
C. Special programs for mentally handicapped	53.19	49.51	2.94	.74	46.81	36.52	10.04	.25
D. Special programs for physically handicapped	27.40	24.44	1.23	1.73	72.60	55.06	15.32	2.22
E. After-school recreational, hobby, etc.	42.29	31.54	7.82	2.93	57.71	32.76	21.27	3.68
F. Enrichment classes (Sat. or after school)	26.85	20.46	4.60	1.79	73.15	32.99	36.58	3.58
G. Summer school enrichment programs	59.37	51.68	6.01	1.68	40.63	23.08	14.42	3.13
H. Summer school corrective (remedial) programs	65.54	53.73	6.99	4.82	34.46	19.28	12.05	3.13
I. Programs for adults in evening hours	39.31	32.92	3.93	2.46	60.69	39.07	17.44	4.18
J. Reading clinic	47.96	43.24	4.45	.27	52.04	38.00	12.20	1.84

TABLE 62

PRINCIPALS' VIEWS ON THE VALUE OF VARIOUS CURRENT PRACTICES IN GEORGIA ELEMENTARY SCHOOLS

Procedure, Trends or Activity	Per Cent of Principals who Have Used Activity				Per Cent of Principals who Have Not Used Activitiy			
	TOTAL % Have used	Feel it is valuable	Not sure of its value	Not worth time and cost	TOTAL % who have not used	Feel it is valuable	Not sure of its value	Not worth time and cost
Non graded Organization								
Primary Grades	42.06%	28.46%	11.59%	2.01%	57.94%	20.15%	34.01%	3.78%
Upper Grades	26.53	12.50	11.22	2.81	73.47	20.15	47.45	5.87
Departmentalization								
Primary Grades	43.10	21.07	15.98	6.05	56.90	4.60	38.01	14.29
Upper Grades	70.65	51.99	17.17	1.49	29.35	11.69	16.17	1.49
Team Teaching								
Primary Grades	31.72	22.08	8.88	.76	68.28	23.11	42.89	2.28
Upper Grades	34.79	23.01	9.59	2.19	65.21	24.94	38.08	2.19
Television Instruction								
Primary Grades	72.69	51.31	16.63	4.75	27.31	6.89	18.76	1.66
Upper Grades	69.59	46.96	18.49	4.14	30.41	7.30	19.95	3.16
Programmed Learning (Teaching Machines)								
Primary Grades	24.23	9.57	10.79	3.87	75.77	31.98	38.90	4.89
Upper Grades	31.06	12.53	15.40	3.13	68.94	15.14	47.53	6.27
Foreign Language Instruction								
Primary Grades	30.94	8.95	9.97	12.02	69.06	15.87	40.66	12.53
Upper Grades	28.54	10.42	10.92	7.20	71.46	21.59	40.94	8.93
Instrumental Music Instruction								
Primary Grades	48.20	31.25	12.75	4.20	51.80	29.57	13.48	8.75
Upper Grades	72.25	55.00	14.75	2.50	27.75	10.75	14.25	2.75
Specialized Guidance Personnel	43.88	28.90	8.84	6.14	56.12	34.33	18.47	3.32

RESPONSES TO PRESSURE

Elementary principals responding to a question requesting the "cause of increased pressure during the past five years" placed major emphasis on "higher personal standards." About 83 per cent listed this as the most important cause of pressure to change as can be seen in Table 63. Other causes are listed in descending order with less than 39 per cent of the principals showing concern for "demands of influential citizens."

T A B L E 63

MAJOR AND MINOR CAUSES OF PRESSURE
UPON GEORGIA ELEMENTARY PRINCIPALS

	Total cause	Major cause	Minor cause	Not a cause
a. The higher standards and goals I set for myself	82.80%	42.59%	40.21%	17.20%
b. Larger pupil enrollment	75.52	23.54	51.98	24.48
c. Demands of the central office of school system	74.46	30.11	44.35	25.54
d. Expectation of the parents	68.18	23.49	44.69	31.82
e. Federally supported programs for disadvantaged pupils	63.74	28.27	35.47	36.26
f. Extensive changes in nature of pupil population	61.97	31.38	30.59	38.03
g. New procedures and goals of the school faculty	61.37	23.80	37.57	38.63
h. Larger number of specialists on school staff	58.91	16.09	42.82	41.09
i. New demands of secondary schools and colleges	55.36	16.23	39.13	44.64
j. Higher pupil achievement goals of state department of education	52.05	18.72	33.33	47.95
k. New pupil achievement standards imposed by the local school system	48.21	13.77	34.44	51.79
l. Demands from influential citizens	38.11	14.60	23.51	61.89

Perhaps one of the most interesting findings in this survey is the effect of pressure resulting from activities of classroom teachers as Table 64 shows. Almost 36 per cent of responding principals view these activities as "desirable" and over 13 per cent describe them as slightly effective. Less than 3 per cent were negative in their evaluation of increased teacher participation. It is not possible to ascertain why 43 per cent of the principals feel no pressure arising from increased teacher participation.

T A B L E 64

PRINCIPALS' EVALUATION OF THE EFFECT OF THE RECENT INCREASED DEMANDS OF CLASSROOM TEACHERS FOR A MORE IMPORTANT ROLE IN SCHOOL SYSTEM POLICY DEVELOPMENT--IN TERMS OF THE PRINCIPAL.

Considerable effect of a desirable nature (New leadership opportunities for principals)	35.89%
Considerable effect of an undesirable nature (e.g., many events now bypass the principal)	2.72
Some effect; not very significant	13.61
Little or no effect	4.46
Not an issue in my school system	43.32

CHAPTER 7

SUMMARY OF STUDY

The role of the elementary school principal has evolved into a prominent position in educational administration. As an educational leader, the elementary school principal finds himself at the apex of a complex organization--the elementary school.

The purpose of this study was to provide for elementary principals, elementary principals to be, and others interested in the elementary school principalship in Georgia a compilation of the findings which will assist them in perceiving the actual role of the elementary school principal.

Elementary schools and the principals who administer them are close to the people, closer and more involved with school patrons than any other segment of the school system. Here the child is introduced to formal schooling, and this is the school that must help parents develop positive attitudes toward the school program. This is a crucial role and presents both a challenge and an opportunity to the principal.

This survey of the principalship in the state of Georgia has identified certain personal and professional characteristics of the elementary school principal and the practices under which the principalship operates. The usual estimate is that there are approximately 1,000 persons in the ranks of the Department of Elementary School Principals, GEA who hold positions where they exercise the basic functions of the elementary school principalship. Principals on the DESP, GEA mailing list were sent a survey form early in 1969. From their responses, the following summary of the data, codified and analyzed, is presented.

PERSONAL CHARACTERISTICS

In profile, the average elementary school principal in Georgia is a man, about forty-four years old, married, has the title of principal, and supervises only one school. His primary reasons for seeking the principalship were that he preferred administration to classroom teaching and he needed a larger income.

The school he supervises is in a rural or suburban community and has 600 or less pupils enrolled. Before assuming the principalship, he was an elementary or secondary school classroom teacher and has an average of nine years experience as a teacher. The typical principal has seven years experience as a principal and sixteen years total experience in teaching, supervision, administration, and other school work.

PROFESSIONAL PREPARATION AND CERTIFICATION

The typical elementary school principal in Georgia has a master's degree and some additional graduate work toward advanced certification. The area of concentration in graduate studies was, typically, elementary school administration. The principals felt classroom discussion, research, workshops, and seminars were the most important instructional methods they had experienced in their college preparation.

Their experience as a classroom teacher and on-the-job training as a principal was also believed to be highly significant to the principals in their total preparation -- formal and informal training -- for the principalship. The most important college courses in their formal training were reported as supervision of instruction, child growth and development, public and community relations, organization and management of elementary schools, and general school administration.

In-service programs were viewed by the principals as "very important"

and exchange visits with other principals were rated equally high as an important activity for professional improvement.

Three types of professional growth experiences were cited by the principals as being of most value to them. They were teaching classes, self-directed research, and institutes and workshops. The typical elementary school principal in Georgia holds a general administrative certificate. One-fourth of the principals reporting stated they held special elementary principal's certification.

JOB SATISFACTION, FINANCIAL STATUS, AND WORKING CONDITIONS

Eighty-seven out of 100 of the reporting principals stated they "certainly would" or "probably would" become principals if they were starting all over again. About 60 per cent of the reporting principals stated the elementary school principalship was their final occupational goal. About half of the principals belonged to the local district and state elementary school principal's associations. Slightly less than one-half of those reporting also belonged to the Department of Elementary School Principals, NEA.

The typical principal in Georgia is employed for ten but less than eleven months. One-fourth of the respondents were reported to be employed for a full twelve-month period. The typical principal enjoyed eight weeks vacation each summer for study and recreation. He typically spends fifty hours per week in school or school-related activities.

The median salary for the elementary school principal was found to be $10,770. Sixty-one out of 100 principals reported no income other than their school salaries.

ADMINISTRATIVE AND SUPERVISORY PRACTICES

The typical principal in Georgia reported the predominant vertical organizational plan was the graded plan and the primary horizontal pattern was the self-

contained classroom. His students were sectioned for instruction largely on the basis of teacher, principal, and parental opinion in terms of what was believed to be best for each child.

Three-fourths of the elementary principals reported they had one full-time secretary. The most frequently mentioned resource personnel available to the elementary principal and his faculty were librarians, social workers, nurses, teachers of home-bound pupils, and specialists in art, music, reading, speech, exceptional children, guidance, testing, and curriculum. Only 7 per cent of the principals had the help of assistant principals.

Approximately 30 per cent of the principals were found to actively participate in the recruitment, selection, and assignment of teachers. About one-half of the responding principals indicated that they were consulted by teachers and offered suggestions to them about teaching methods.

The vast majority of the principals (83 per cent) indicated that they had the responsibility for supervision and instructional improvement in their schools. Most of Goergia's elementary principals (61 per cent) assume the responsibility of working with classroom teachers and resource personnel to plan the curriculum in terms of evident student needs within the individual building. The principals indicated that the one best source for obtaining innovative ideas was from the college courses they had taken.

Approximately 70 per cent of Georgia's principals are recognized by the superintendents and boards of education as having the authority to plan, organize, and administer the school's program in their individual building in terms of each school's unique educational needs. Although 39 per cent of the principals indicated that they were not consulted about developing system-wide educational policies, 43 per cent stated that they were strongly encouraged to suggest new policies for the system. Slightly over one-half of Georgia's elementary principals (53 per cent) indicated that they had nothing to do with the making of the school

system's annual budget. More than one-half (52 per cent) of the principals responded that they selected instructional materials jointly with their teachers in terms of the educational needs in their individual school buildings.

SCHOOL AND COMMUNITY RELATIONS

The typical Georgia elementary principal appears to be responding positively to changing social conditions and educational requirements. He is actively involved in community activities. While no one would encourage principals to be less active in church and recreation, one might be concerned about the lesser degree of involvement in politics and activities related to "civil rights."

Professional organizations are important to the typical principal. However, it would seem he is more of a "joiner" than a "doer." Attendance at professional conferences could be improved. More financial support by the local system might do much to improve this situation.

It is difficult to clearly assess trends related to attitudes and practices in the areas of curriculum change and organization. While there are many changes occurring, there is some evidence that many of these are "reactions" rather than the result of planning and study. Is the rapid move to departmentalization for example, due to an expressed desire to "do a better job" or a result of changing social conditions and pupil population? On the other hand, would more changes occur if more money were available for increased facilities and personnel?

Most principals are sensitive to the importance of interpreting the schools to the public, especially to the parents and other adults of the school community. Many devices and combinations of methods are commonly used. Contrary to the belief of many, most principals prefer to confer with parents directly.

There is evidence that classroom teachers are assuming an increasing role in several areas of school organization and decision-making. This larger degree of involvement is welcomed by most of the principals involved.